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The objectives of the Tenaya School, a 6th, 7th and 8th grade school in the Merced City School District, California, are to teach Spanish in homogeneous classes to its Mexican American students (50%) and to enhance their self esteem by stressing the cultural and academic advantages of bilingualism. The qualifications of a special teacher needed to carry out the pilot program and to work with consultants are outlined. Proposed methods of evaluating the program are given. The Tenaya Spanish Program and curriculum, and the materials and resources used are discussed. Included is a report on the placement test used for grouping 180 Spanish-speaking students and a brief description of the program as viewed by a consultant. The final report submitted to the State Department of Education is emphasized. A breakdown of costs involved is also given. Copies of the Spanish Placement Test and the Spanish Placement Questionnaire conclude the document. (CM)

$1.50

MERCED CITY SCHOOL DISTRICT
555 West 22nd Street
Merced, California

RUDOLPH RIVERA
Superintendent

SIDNEY G. MOSES
Assistant Superintendent, Instruction

TENAYA SCHOOL
760 West 8th Street
Merced, California

WILLIAM C. DeSIMONE
Principal

TENAYA SCHOOL SPANISH LANGUAGE PROGRAM

There was a presentation to the Board of Education on April 9, 1962, of a tentative pilot program for the teaching of Spanish to Spanish-speaking pupils in the eighth grade at Tenaya School during the 1962-63 school year. Approval was granted by the Board to request three days of NDEA consultant help (at no cost to the District) during the remainder of the school year. This consultant assistance, in addition to that provided by Mrs. Afton Nance from the State Department of Education, was intended to help explain the proposed program to the parents of the Spanish-speaking seventh grade pupils from Tenaya, to test these pupils for different levels of Spanish communication proficiency, and to advise our Foreign Language Committee. Board approval was also provided to allow the administration to negotiate for NDEA consultant help for this proposed pilot program, subject to subsequent approval of the pilot program when presented to the Board.

Since April 9, 1962, the above mentioned procedures have been completed. NDEA consultant help was approved by the State Department of Education for six days during the next school year. This assistance can be supplemented generously through the use of a new foreign language consultant in the Department of Education.

PROBLEM TO BE SOLVED OR NEED TO BE MET

1. How can the schools help native Spanish-speaking pupils understand the importance of becoming proficient with their native language in addition to developing their English communication skills?

2. How can the schools help improve the Spanish understanding, speaking, reading, and writing skills of these pupils?

3. Which types of Spanish-speaking pupils can develop the greatest progress and proficiency with their Spanish communication?

4. What are ways to improve these pupils' understanding of and appreciation for the cultural heritage of Spanish-speaking people?

5. How may the self-esteem or self-confidence of many Spanish-speaking pupils be enhanced, with possible resultant improvement in educational and job aspiration levels?

6. What job opportunities are available for people with proficiency in both Spanish and English?

IMPORTANCE OF PROBLEM

The usual program of instruction in Spanish does not meet the needs of Spanish-speaking pupils. These boys and girls may have considerable Spanish speaking and comprehension skills, although they may be speaking grammatically incorrect, mispronouncing many words, possessing limited speaking and understanding due to restricted experience background, and having only nominal Spanish reading or writing skills.

These pupils often have a very low educational aspiration level, possibly because their parents often have a limited amibition for them, and because they do not envision future job opportunities in relation to their success in education. These compounded needs, plus the rejection of the culture of their ancestors by many, result in a high percentage of "drop-outs" during the high school years. As a result, job opportunities and

future earning potential are very limited for them.

The usual oral-aural method of instruction in Spanish language is meeting few of their needs. Some adjustments might be accomplished in Spanish instruction which would help meet at least some of the needs of some pupils. This problem is not unique to Merced. There is a need for studying this problem and providing possible solutions for the benefit of other schools in Merced, in Merced County, and in other sections of the State. It is hoped that by working cooperatively with the State Department of Education some progress may be made in helping to meet the needs of these pupils.

In addition to direct help with this pilot program, the consultants would be available to advise on the improvement of the total Spanish language instruction in the District.

PROCEDURES AND PLANS TO SOLVE NEEDS

1. Parents of the students involved in the program were invited, by letter in Spanish, to an orientation meeting. The program was explained and reaction was invited. This meeting used the consultant from the State Department of Education and an NDEA consultant. In addition, the program was explained to Tenaya P.T.A. officers. To date, unanimous approval has been received from all parents who have been exposed to the explanation.

2. On the same day that the program was explained to Tenaya parents by the aforementioned consultants, the possible advantages of this program were explained to the Spanish-speaking students at Tenaya. This explanation was made in Spanish as one means of helping to develop the importance of the program.

3. Another NDEA consultant assisted in the screening of our seventh grade Spanish-speaking pupils to determine their present attitude toward learning Spanish and their various communication skills. This required the development of specific tests for this project. Pupils were divided into four groups: (a) those who were good Spanish readers, writers, speakers, and had a good attitude toward learning more; (b) those who were fair-to-good speakers, but their reading and writing were poor; (c) those who were fair-to-poor speakers, and had very low reading and writing skills; (d) those who were poor speakers and non-readers in Spanish, and had a poor attitude toward the program.

4. On the basis of screening of pupils into these four levels of proficiency, approximately seventy pupils were divided into four groups for instructional purposes.

5. The non-Spanish-speaking pupils from the five proposed eighth grade core groups were grouped heterogeneously, since very few of these pupils had any previous experience with the Spanish language.

6. The Spanish-speaking pupils were scheduled for one 23 minute period of instruction in Spanish daily. There were four instructional periods. While Spanish-speaking students were being given instruction by the special teacher, the non-Spanish-speaking pupils were receiving Spanish instruction from their core teacher. Thus all eighth graders were receiving a 23 minute period of instruction in Spanish daily.

7. The following criteria for the qualifications of the teacher for this pilot program were agreed upon by the Foreign Language Committee:

a. A good teacher--one who understands, is accepted by, and responds well to children of pre-adolescent age.

b. A native or fluent Spanish-speaker, who accepts and values the cultural background and heritage of Spanish-speaking people.

c. Ability to speak Spanish according to the style that is accepted as good language usage by the better educated Spanish-speaking people of the community.

d. Ability to teach the structure of the language.

e. Ability to be flexible and work well with consultants.

f. Willing to do extra work.

8. Considerable instructional planning was accomplished during the month of August. The proposed teacher, Assistant Superintendent, Tenaya Principal, and consultants worked together to outline the instructional plan. In addition, the consultants were available, periodically during the school year, for discussions with the teacher and for further planning. District personnel and consultants, during the school year, were also obtaining guidance information concerning job opportunities.

9. The materials required for this program were either loaned by the State Department or were purchased at a minimum cost to the District. It was expected that the cost would not exceed $200 for these materials. Most of the cost to the District was in terms of planning time by District personnel.

EVALUATION

The following means were proposed for evaluation of the project by the

end of the 1962-63 school year:

1. Use of proficiency tests, both nationally standardized and locally adapted, for measuring growth in all Spanish communication skills. These may be administered to Spanish-speaking pupils at the beginning and at the end of the pilot program.

2. The judgment of teachers, consultants, and administrators was sought. An NDEA consultant was requested for one day near the end of the school year to assist in the evaluation of student progress. This consultant was also requested to present the program and his reactions to it to all teachers in Merced County interested in hearing this progress report.

3. The opinions of the Spanish-speaking pupils were sought at the end of the school year.

4. The opinions of parents of these pupils were also requested at the end of the school year.

5. The Foreign Language Committee and administration reviewed all the evidence at the end of the year. This was presented to the Board of Education with a recommendation for possible follow-up.

TENAYA SCHOOL
Merced City School District

The Tenaya School is a 6th, 7th, and 8th grade school. The sixth grade is self-contained and completely separated from the seventh and eighth grade students in regard to scheduling, curriculum, and playground facilities.

The seventh and eighth grade classes are semi-departmentalized with the "core" program approach. Because of the State law for the different subject requirements many variations of the "core" program are utilized.

The student population as of February, 1964 included the following:

Anglo-Saxon	21%
Negro	29%
Mexican-American	50%
Other	Less than 1%

The number of students in each grade included in 1963-64:

Sixth Grade	6 classes	189 students
Seventh and Eighth Grades	12 sections	350 students
Totals	18 sections	539 students

TENAYA SPANISH PROGRAM

The Tenaya Spanish program has two objectives:

1. To teach Spanish to the Mexican-American students in homogeneous classes.

2. To stress the cultural and academic advantages of bi-lingualism for the Mexican-American student in his future academic and vocational achievements.

It is also important in the entire curriculum planning to offer equal learning opportunities for all students. Noting that the student population in the Tenaya School is 50% Mexican-American, we proceeded to enroll students heterogeneously into all classes. This naturally would create an approximate balance of 50% Mexican-American and 50% non-Mexican-American students which would be a natural class composition for the Tenaya School.

The schedule includes a seven-period day. All the students in the seventh and eighth grades are grouped heterogeneously within the various sections. For six of the seven periods during the day the students in these classes remain as a single unit. However, for the Spanish instruction two sections are re-grouped so that all the Mexican-American students (approximately 30) are scheduled into one room while the remainder of the two sections (also approximately 30 students) are scheduled for a typical class in Spanish instruction in a separate room. This procedure is repeated six times a day for all the twelve sections in the seventh and eighth grades.

During the 1963-64 and 1964-65 school years the Merced Union High School District has cooperated with the Tenaya faculty to the extent of offering some of the Mexican-American students an opportunity to continue to pursue their Spanish instruction in a special class under conditions similar to the Tenaya plan of organization.

We are interested in the attitude, academic achievement, and future plans of these students. We are also very much concerned with the students who have considerable potential but little home encouragement to achieve their educational aspirations.

At the present time, the regular classroom teacher (Spanish instructor) is released for approximately two weeks prior to the end of the school year for the purposes of testing and placing these students before they enter the program. The instructor will also use this time for evaluating the past year's instructional program.

A test was especially designed for this program. Part of the test includes a measure of the student's attitude towards his heritage.

SCHEDULE OF CLASSES - TENAYA SCHOOL

Period	7-1	7-2	7-3	7-4	7-5	7-6	8-1	8-2	8-3	8-4	8-5	8-6
1	Non Spanish Speak. Stu. Rm. 10	Mex. Amer. Stu. Rm. 11	P. E.	Core	Math	Science	Core	P. E.	Shop Hmkg.	Core	Math	Core
2	Music	Math	Non Span. Speak. Stu. Rm. 10	Mex. Amer. Stu. Rm. 11	P. E.	Core	Core	Math	P. E.	Core	Shop Hmkg.	Science
3	Lang.	P. E.	Science	Core	Music	Core	Core	Shop Hmkg.	Non Span. Speak. Stu. Rm. 10	Mex. Amer. Stu. Rm. 11	P. E.	Core
4	Math	Science	Music	Core	Core	Art	Shop Hmkg.	Core	Math	Core	Non Span. Speak. Stu. Rm. 10	Mex. Amer. Stu. Rm. 11
5	Science	Art	Core	Math	Core	P. E.	Math	Core	Core	P. E.	Core	Shop Hmkg.
6	Soc. Sci.	Soc. Sci.	Math	P. E.	Non Span. Speak. Stu. Rm. 10	Mex. Amer. Stu. Rm. 11	P. E.	Core	Science	Shop Hmkg.	Core	Math
7	P. E.	Lang.	Core	Art	Core	Math	Non Span. Speak. Stu. Rm. 10	Mex. Amer. Stu. Rm. 11	Core	Math	Core	P. E.

MATERIALS AND RESOURCES USED IN THE TENAYA SCHOOL SPANISH PROGRAM FOR SPANISH-SPEAKING CHILDREN

1. Textbook Entender y Hablar

2. Entender y Hablar drill tapes, practice records, flashcards and workbooks.

3. Outside reading books in Spanish of varying levels of difficulty.

4. Magazines - Los Americas, and Life, Readers Digest and Popular Mechanics in Spanish.

5. Latin American folk songs (records) in Spanish.

6. FLES songs (tapes) in Spanish.

7. Mexican folk dances (records).

8. Films, filmstrips, and slides dealing with Spanish and Latin American history and culture.

9. Plays in Spanish for performance by students.

10. Teacher made charts for teaching days of week, months, colors, articles of clothing.

11. Arithmetic flashcards for teaching numbers.

12. Outside speakers such as experts on Spain and Latin America and successful Mexican citizens.

13. Practice clock for teaching time.

14. International Red Cross Cultural Exchange Program with Uruguay.

15. Spanish program put on by students.

16. Speech contest planned by students.

17. Caesar Romero's Fairy Stories in Spanish (records).

18. Tape recorder and tapes for each room.

19. Record player for each room.

20. Listening posts for each room.

21. Specially designed test for placing and evaluating students.

22. Requests through the many agencies associated with Spanish-speaking countries such as Pan-American Association, airlines, steamship companies, etc.

23. Spanish books from Spain and South American Countries.

SOURCES OF BOOKS FOR SPANISH PROGRAM - TENAYA LIBRARY

Spanish Material Service
Pequeno Paquete, S.A.
Box 817, Coral Gables, Florida

This firm can supply the Golden Books in regular golden book binding, or in buckram binding for an additional charge. They have elementary level books, easy-to-read books, dictionaries, history, Latin-American books, translations from American authors, workbooks, games, texts, etc. Catalogs will be sent on request.

Follett Publishing Company

Beginning-to-read series of books, with records to accompany books, if desired.

Don H. Parsons Associates
1415 Westwood Boulevard
Los Angeles 24, California

Records and books to accompany them. Many are Caesar Romero narrations. Filmstrips.

Banks, Upshaw & Co.
Dallas, Texas

Books and song books in Spanish.

Standard Catalog for High School Libraries
Children's Catalog

These standard aids by H. W. Wilson Company, which are in every library, give many of the books in English which give background, stories, and description of Mexico, Spain, etc.

Library literature such as Library Journal, Wilson Booklist, Horn Book, book reviews in magazines and newspapers are good sources to watch for suitable titles.

NDEA listings of books eligible for purchase under Title V of NDEA are helpful.

National Textbook Corporation
Lincolnwood, Illinois

Grosset Dunlap Publishing Co.

We have a number of books sent directly from Spain, but the binding is so poor, the print small, the quality of paper poor, that they last a very short time, and aren't worth the cost. Most of them are too difficult for beginners, but are enjoyed by the parents of our children here.

LOS LIBROS ESPANOL - TENAYA LIBRARY

Barlowe	Las Estrellas
Berlitz	Cinderella and Sleeping Beauty
Berlitz	The Three Bears, Little Red Riding Hood
Bonsels	Maya la Abeja
Brady	Christmastide (plays, skits, and songs)
Carratala	Cascanueces
Carratala	Pulgarito
Carroll	Alicia en el Pais de las Maravillas
Cooper	Fun with Spanish
Daroqui	Mi Primer Diccionario
Delage	Las Naves en la Historia
D'leard	La Cancion de Joselita
Dupre	Demasiados Perros
Edelvives	Lecturas Graduadas, Libro Primero
	Lecturas Graduadas, Libro Segundo
	Lecturas Graduadas, Libro Tercero
Espina	Exploradores de Africa
Gallus	Bestiario
	Los Animales Fantasticos
	Los Arboles
Georgiady	Tulita la Papita
Graff	Los Hongos Extravagantes
Grimm	Blancanieves
Guilfolle	Nadie le Hace Caso a Andes
Hauser	El Perezoso Peter
	Viaje de un Enanito por la Tierra
Hutchinson	Conchas y Caracoles Marinos

Irving	Juventud Triunfante
	Cuentos de la Alhambra
	El Legado del Moro
Kashasheeron	Los Pajaros Conocidos
Kay	Los Peces
King	Elena la Ballena
Lamont	El Ballet
Leaf	El Cuento de Ferdinando
Leberman	La Abeja Perezosa
Lenski	Papa Pequeno
McMatute	Paulina, el Mundo 7 las Estrellas
Mayo	El Dragon Timido
Medler	Montanas y Volcanos
Meeks	La Vaca Curiosa
Morales	Leyendas del Rio de la Plata
	Leyendas de Estados Unidos y Canada
	Leyendas de los Andes
Narvion	Historia de un Perro Borracho
Perez	Enciclopedia, Primer Grado
	Enciclopedia, Segundo Grado
	Enciclopedia, Tercer Grado
Petit	Los Inventos del Siglo XX
	70 Siglos de Inventos
Politi	Pedro, el Angel de la Calle Olvera
Puiseux	Los Joyan
Ramirez	El Hijo del Sheriff
Resnick	Selections from Spanish Poetry
Rey	Jorje de Curioso
Ritchie	Ramon Makes a Trade
Siebe	Kasperle en el Castillo de Altosiele
	Kasperle en Kasperlandia
Seyton	El Hoyo del Cerro
Swenson	Las Maravillas del Mundo Mineral
Wilned	Chiquito
	Fray Escoba
Ritchie	Picture Story in Spanish and English
Shannon	A Trip to Mexico; Un Viajo a Mexico
Ramboz	Canciones de Navidad
Coughran	Horas Encantadas

GOLDEN BOOKS IN SPANISH

La Isla del Tesoro
Ben Hur
Los Tres Mosqueteros
Robin Hood
La Vuelta al Mundo en 80 Dias
La Familia Robinson
El Sastrecillo Valiente
Rin-Tin-Tin
Pelusita
El Conejo Bugs Encuentra Trabajo

Satelites Artificiales
Viajes Interplanetarios
Pilotos del Espacio
Una Merienda en la Casa de Munecas
Pinoncito, Catalina y el Tren Pintado de Rojo
Moko el Mono de Circo
La Alfombra Magica
El Burro Panchito
Punita
La Maquinita Llego al Oeste
Raton Listo
La Llave Magica
Historia de Andresito y "Repintado" el Caballito
Una Excursion Campestre
Bu-Bu el Pequeno Piel Roja
Pedro el Oso
Las Doce Princesas Danzarinas
La Casa de Los Animales
Tuno
Aves del Mundo
La Costa del Mar
El Mar Profundo
Cacherros de Animales
Ladino, el Supercan
Mi Gatito
Ayer y Hoy
Cristobal y el Colon
Ali Baba
Ayundando a Mama
Una Adventura del Pate Donald
Reina
El Arca de Noe
El Pequeno Cabus Rojo
Perros
Piruli
Quierelotodo
Contados a Los Ninos
Don Conejito Pascual
Las Travesuras de Paquito
La Babbenita Feliz
El Pequeno Pigui
La Bella Durmiente y Hadas Madrinas
5 Centavos para Gastar
Aeroplanos
Peter Pan

DICTIONARIES

Cassell	Spanish Dictionary: Spanish-English, English-Spanish
Cuyas	Appleton's Revised English-Spanish, Spanish-English
Daroqui	Mi Primer Diccionario

MAGAZINES

LIFE en ESPANOL
MECANICA POPULAR
SELECCIONES del READER'S DIGEST

(These magazines are rather difficult for the beginners, but enjoyed by the Spanish-speaking parents.)

BOOKS IN ENGLISH THAT ARE HELPFUL IN SPANISH CLASSES

Brown	Our Latin American Neighbors
Darbois	Tacho, Boy of Mexico
Epstein	First Book of Mexico
Gomez	Getting to Know Mexico
Larralde	Land and People of Mexico
McNeer	The Mexican Story
Ross	Made in Mexico
Ross	Mexico
Shannon	A Trip to Mexico (In English and Spanish)
Sterling Pub.	Mexico in Pictures
Shephard	In Mexico They Say (Folk Tales)
Appel	We Were There with Cortes and Montezuma
Ets	Nine Days to Christmas
Grace	Earrings for Celia
Krumgold	And Now Miguel
Means	But I Am Sara
Phillips	Chucho, the Boy With the Good Name
Sawyer	The Year of the Christmas Dragon
Sharp	Gordo and the Hidden Treasure
Tarshis	The Village That Learned to Read
Marks	Spanish Fairy Tales
Gidal	My Village in Spain
Haller	He Served Two Masters
Johnson	Captain Cortes Conquers Mexico
Baker	Juarez of Mexico
Syme	Cortes of Mexico
Cervantes	Adventures of Don Quixote
Clark	Paco's Miracle
Loder	Land and People of Spain
Day	Getting to Know Spain
Grolier	Land and People, Volume 1
Malkus	Colt of Destiny
Marques	Life in Europe: Spain
Buehr	Spanish Conquistadores in North America

During each year additional books are ordered, adding a great many more titles, including children's books by American authors translated into Spanish, atlases, histories, fairy tales, poetry, animal stories, biographies, and general fiction in Spanish. Many of the titles first purchased in the regular golden book binding have been replaced with the same title in library or buckram binding.

REPORT ON TENAYA SCHOOL PLACEMENT TEST FOR SPANISH SPEAKING STUDENTS

Betty Hinman - Teacher

In May, 1963, the sixth and seventh grade students of the Tenaya School who came from Spanish-speaking homes were given a test designed by Consultant Edgardo Torres to determine their general ability in the Spanish language. They were grouped according to their ability to speak, read, and write in Spanish. Following one year of instruction, using the text, Entender Y Hablar, these students were given the same test in May, 1964.

The test did not necessarily cover the same material covered by the text used in class and the teacher did not teach to the test. This, too, should be taken into consideration.

The test was divided into four parts: Aural Comprehension, Reading Comprehension, Grammar, and Composition.

Following the written test, each student was interviewed individually. Each student was asked thirteen questions of varying difficulty in Spanish and was required to answer in Spanish as completely as possible. This interview was repeated after the retesting. The students were judged for (1) structural accuracy of the Spanish used in answering the questions, (2) speed of response in answering them, (3) pronunciation of Spanish as compared with a native speaker, and (4) attitude toward themselves as Mexican-Americans studying Spanish.

Scores on the test have the following meaning: No. 4 represents a score of excellent, No. 3 is good, No. 2 is poor, No. 1 is very poor and a zero means the student was unable to reply or understand most of the questions.

Almost all of the students did considerably better in the second speaking interview at the end of one year of study. They made gains in their ability to speak grammatically correct Spanish with native or near-native pronunciation and intonation. There was also significant gain in comprehension. Their attitude toward themselves as Mexican-Americans studying Spanish also improved in almost every case.

Most of the students gained in one or more areas of the written test. Some of them made gains in all four areas as well as in the speaking interview.

Individual Examples

Seventh grade student (No. 22) rated poor in his ability to speak and understand Spanish and in pronunciation during the 1963 interview. His written test score placed him in the bottom group of the three seventh grade classes. The next year, May, 1964, he rated good in his ability to understand readily what was said to him and to answer in structurally accurate Spanish. His pronunciation was excellent. His attitude went from good to excellent. He scored so much higher on the written test that he outscored all of his class and was placed in the intermediate class for the eighth grade.

Seventh grade student (No. 42) went from poor to excellent in all areas of the speaking interview and scored so high on the second written test that she also moved from the bottom to the intermediate group for the eighth grade.

Eighth grade student (No. 10) went from very poor to good in the first

three areas of the speaking interview and made a gain in all four areas of his written test. A number of other students in both grades made similar progress.

Probably the most significant result of the testing was that the overwhelming majority of the students improved in their attitude toward themselves and toward the Spanish program to a significant degree.

"SPANISH FOR SPANISH-SPEAKING PUPILS"*

By Mrs. Afton Dill Nance
Consultant in Elementary Education
State Department of Education

"Why teach them Spanish when they already speak the language?" is a question often asked educators who work in schools enrolling large numbers of Mexican-American pupils.

This answer was given in Merced:

"Because knowledge of Spanish is an asset. With today's emphasis on the importance of being able to use a foreign language, our Spanish-speaking pupils have a distinct advantage. This group can, with proper instruction, become truly bilingual. We can build on their knowledge and plan a Spanish program especially suited to the needs of these children to read and write in Spanish."

The first steps to establish such a program were taken in the spring of 1962 when the purposes of the proposed program were approved by the local board of education and were explained to the members of the Tenaya community and to the pupils who would enter an eighth grade in the fall.

These explanations were made in Spanish so that all parents would understand and so that the speaking of Spanish would be given status with the pupils.

Approximately 50 percent of the pupils of the Tenaya Intermediate School, Merced City Elementary School District, are of Spanish-speaking background. Some of these children speak only English at home, some only

*(California Education, November, 1963)

Spanish, and many speak a mixture of both languages. The new program provided for introducing Spanish to all pupils who would enter the eighth grade in the fall of 1962. Instruction in beginning Spanish would be given by the regular teachers to most of the group, but an especially qualified teacher would be provided for a selected group of pupils who qualified for the "Honors Course in Spanish."

Before the end of the spring semester, all seventh graders were tested to discover their proficiency in spoken Spanish and to ascertain the level of their skills in reading and writing the language. Each child had a personal interview with a Spanish language specialist whose services were obtained through a grant from the National Defense Education Act.

Since the success of the program depended upon obtaining the right teacher, much attention was given to establishing the following criteria for his selection:

* Experience and knowledge of the personal and educational needs of adolescents.

* Ability to speak Spanish correctly and fluently and knowledge of the structure of the language.

* Respect and understanding for the cultural, social, and economic background of the Spanish-speaking people of the community and of California.

* Willingness and ability to experiment with a new program.

Beginning in the fall of 1962, the special language class met daily for approximately 20 minutes of instruction. Interest was high from the beginning. An adequate supply of carefully selected materials was available.

Magazines and newspapers printed in Spanish encouraged extended reading. The gift of a collection of children's books from Spain stimulated interest and raised morale. The children were encouraged to take the reading materials home on loan, and many expressions of appreciation for this service were received from parents.

Spanish-speaking persons from the community spoke to the girls and boys on the importance of completing their education at least through the high school. Vocational opportunities open to persons proficient in both English and Spanish were explained.

In the spring of 1963, the same language specialist who had first tested the group gave a test and conducted individual interviews to ascertain the growth made. He reported gains in reading comprehension, grammar, and composition. However, the most significant gains were noted in the personal interview. A quotation from a letter written by Edgardo E. Torres, language specialist, to Leonard Swenson, Assistant Superintendent, Merced City Elementary School District, bears witness to this fact.

> Where the main gain took place was in pupil attitude as shown by the results of the personal interview. I could sense a tremendous change in the youngsters. They were more ready to talk in Spanish and anxious that I knew that fact. This is indicated in the results as compared with the first interview. The youngsters felt they had something to live for, and many of them mentioned the fact that they felt now that they wanted to go to college, and thought that they could do so. Some of the pupils who were good speakers went beyond the planned interview and mentioned many things . . . which indicated that they had gained emotionally and socially. This was worth all the work we have put into this project.

Although results on achievement tests for this group will not be available until the fall of 1963, teacher judgments agree that the special Spanish

program has had no adverse effect upon attainment in English or other subjects. In fact some teachers have noted improvement.

William DeSimone, Principal of the Tenaya Intermediate School, reports that reactions from the community have been enthusiastic and that general morale among the pupils has been good. The teacher of the special class, Mrs. Elizabeth Hinman, said, "When our class had its special Spanish program, the whole community turned out. Grandparents and great-grandparents who almost never attend school affairs were here. Their pleasure and pride were a joy to see."

Pupils entering Merced High School this fall were enrolled in an advanced Spanish class especially planned to meet their needs.

Next year the special program will be introduced for seventh as well as eighth grade pupils at the Tenaya Intermediate School. Evaluations of pupil progress will continue, but after one year's experience it is known that the program holds promise of making a significant contribution to the education of the Spanish-speaking children of schools in Merced.

SPANISH PROGRAM FOR SPANISH-SPEAKING PUPILS

FINAL REPORT TO THE
STATE DEPARTMENT OF EDUCATION
UNDER THE McATEER ACT
ON COMPENSATORY EDUCATION

Prepared by

WILLIAM C. DeSIMONE
Principal, Tenaya School

MERCED CITY SCHOOL DISTRICT

June, 1965

1. Description of Project Population

Because of the nature of the program all the students involved are from Mexican-American homes. The students vary in culturation from "just recently" from Mexico, to students from third and fourth generation families.

As noted on a subsequent page, at one time or another, 75% of the families had some form of welfare assistance.

2. Objectives of Program

To help seventh and eighth grade students from Spanish families understand the importance of becoming proficient with their native language in addition to developing their English communication skills.

To substantially improve the Spanish understanding, speaking, reading, and writing skills of these students, dependent on their individual needs.

To improve the students' understanding of and appreciation of the cultural heritage of Spanish-speaking people.

To enhance the self-esteem of the Spanish-speaking pupils, and to improve their educational and job aspiration level, with the hope of fewer "drop-outs" as a result of changed attitude toward school and learning.

To provide counseling concerning job opportunities available for people proficient in both English and Spanish.

3. Implementation

The 180 pupils selected for the program are grouped in sections of 30 students each. They receive one 45 minute period of instruction daily. The Holt, Rinehart and Winston series of materials accompanying the Entender y Hablar book is being used. This is supplemented by many realia, records

of songs and stories, books in Spanish, newspapers and magazines in Spanish, etc. As groups progressed sufficiently, they used the Hablar y Leer text and materials by the same publishers.

Speakers and other resources have been and will be provided to help raise the educational aspiration levels of these pupils. These speakers usually are of Spanish background and have been successful in their field of endeavor.

At least one P.T.A. program will be centered around songs, dances, arts and crafts, and other examples of the Spanish culture which the children have learned. There may be other opportunities for these pupils to demonstrate to community groups.

Individual counseling and vocational and educational guidance will be provided for students and parents by the Spanish teacher, Principal, and Assistant Principal.

Planning for the program was done by a District Foreign Language Committee, which included representation from the Merced Union High School District. The high school was included in order to facilitate articulation for these pupils into the high school program.

4. Evaluation and Outcome

The following devices were used to evaluate pupil progress:

Proficiency test and interview for individual pupils before and at the end of school year.

Judgment of teachers, administrators, consultant, parents, and pupils concerning the progress and attitude of pupils toward learning Spanish, as

well as total educational progress (as measured by achievement test results also).

District Foreign Language Committee to review all evidence at end of year and recommend possible follow-up to Board of Education.

In addition, the students who are now in the high school were visited to determine their attitude and scholarship. The high school teacher had considerable praise concerning their understanding and appreciation of the language and culture. The high school established a special class for the students entering from Tenaya School.

A special test was developed to examine the students at the beginning and at the end of one year of instruction.

Tests to measure proficiency in Spanish were developed by Edgardo Torres, NDEA Consultant. These have not been standardized; however, they have been reviewed by other consultants and the Tenaya Spanish teacher. Test results for individual pupils have been compared with the teacher's opinion of the child's proficiency levels. A copy of the tests used is attached.

The written tests and taped oral interviews were used to group pupils according to their general level of proficiency and needs. This information was supplemented by information in each pupil's personal file and judgments of the teacher and Principal.

The test was divided into four parts: Aural Comprehension, Reading Comprehension, Grammar, and Composition. The individual student scores for each area were listed separately.

Following the written test each student was interviewed individually.

The students were asked thirteen questions of varying difficulty in Spanish and each was required to answer in Spanish as completely as possible. The interview was repeated after the retesting. The students were judged for: (1) structural accuracy of the Spanish used in answering the questions, (2) speed of response in answering them, (3) pronunciation of Spanish as compared with a native speaker, and (4) attitude toward themselves as Mexican-Americans studying Spanish.

Almost all of the students did considerably better in the second speaking interview at the end of one year of study. They made gains in their ability to speak grammatically correct Spanish with native or near-native pronunciation and intonation and also to understand it readily.

Their attitude toward themselves as Mexican-Americans studying Spanish also improved in almost every case.

5. Other Outcomes

There were several other outcomes that fell in different categories.

A. Several days each year the high school counselors visit Tenaya School to discuss the high school program with eighth grade students and also to assign classes; invariably our students over-subscribe the Spanish courses.

B. The parents of the Mexican-American students are frequently and consistently demonstrating their appreciation of this program.

C. The P. T. A. instituted a bi-lingual meeting for Tenaya School P. T. A. meetings. This innovation received State recognition from the State P. T. A. Association.

D. A telephone call was placed to Mercedes, Uruguay. For 28 minutes, Tenaya School and Merced community representatives spoke to the people of Uruguay, in Spanish, concerning education and community life. The entire school student body attended the assembly. The telephone company installed a speaker system which carried the two-way conversation over the P.A. System.

E. Because Tenaya School has a one-third negro population, it is obvious that similar attention must and should be given to all groups of students.

F. Also, because of the nature of the program, many of the scheduling assignments must revolve around the Spanish program.

6. Visitation and Requests

Information about the program has been widely circulated through requests of educators who have either visited or read about it. It has been hinted that similar programs have been started in several areas.

The most popular request is for the test which is used for scheduling and evaluating.

7. Project Census

Tenaya School enrollment includes all Mexican-American students as follows:

	7th Grade	8th Grade
Boys	47	39
Girls	54	60

(The present total is 200, although the program started with 180 students.)

8. Budget Breakdown

One Spanish teacher was employed full-time for the project students only. This teacher was well versed as to the objectives and purposes of the program. All of this information was included in the interview prior to the issuing of a contract.

This teacher instructed approximately 180 students during a seven period day--one period was used for preparation. The average class for the two year period was 30 students.

Also included for consultant services were:

Edgardo Torres, NDEA Foreign Language Consultant
Five days paid by NDEA
Three days paid by the District

Mrs. Julia Gonsalves, Foreign Language Consultant
Department of Education
Ten days Consultant Service

Mrs. Afton Nance, Consultant in Elementary Education
Five days to help organize program

Robert Franco, Course Developer, U.S. Army Language School, Presidio, Monterey, California
One day paid by school funds
Two days paid by NDEA funds

Miss Helen Heffernan, Chief, Bureau of Elementary Education
Had books sent from Spain and South America

The various consultant services were used for the organization, testing, and evaluation of the program. In addition, many hours were used in teacher workshops. The consultants met with the teachers individually and in groups to demonstrate and discuss the many techniques and methods applicable to this situation.

As indicated above, most of the financial expense for this service was

provided by the State Department of Education and by the NDEA.

The local District contributed funds for additional days when necessary, as in the case of Mr. Torres and Mr. Franco.

During the first year a county committee was formed to determine the needs of Spanish instruction for Mexican-American students. This committee was composed of teachers from the elementary and high school as well as the administrators from both levels. This committee met voluntarily to discuss mutual problems and also to enact if possible some articulation between the two levels. As a result of this committee, the first tangible articulation between the elementary and high school was adopted in the area of Spanish instruction.

9. Travel

In total, over a two year period, very close to $400 was spent for personnel to travel in connection with the project. Merced's District policy allows $15 per day, plus mileage and registration, if necessary.

The people who traveled included: the Assistant Superintendent, Principal, and teachers. These included trips to Sacramento for meetings with the Director of Compensatory Education, Monterey Language School, and visitations to other school districts. During these visits the teacher, principal, and Assistant Superintendent were asked to serve on many panels and discussion groups in San Francisco, Fresno, Bakersfield, Los Angeles, Ventura, and Garden Grove. This also included a television presentation by the teacher in the Los Angeles area.

10. Budget (2 Years)

Salaries and Wages	
Teacher Salaries	$10,600.00
District and County Personnel	2,000.00
Payments to Consultants	100.00
Travel of Project Personnel	
Teachers, District and County Personnel	$ 300.00
Consultants	100.00
Operation Expenses	
Instructional Materials and Supplies	$ 1,300.00
Evaluation Materials	50.00
Secretarial Service	200.00
Equipment	
Special Equipment for Project	$ 600.00
Total	$15,250.00

In addition to this particular program, several supplementary programs for the culturally deprived have been initiated. The expenses for these programs include:

Tutorial Program	
Salaries (After school and evenings)	
8 hours per week at $3.00 per hour	$ 720.00
Supplies	200.00
Outdoor Education	
66 students at $12 per student	$ 792.00
Total for all Programs	$16,962.00

MERCED CITY SCHOOL DISTRICT

TEST INSTRUCTIONS

SPANISH PLACEMENT TEST - aural comprehension test script

Class, the first part of this test is to see how well you can understand when Spanish is spoken.

This is how we will do it. First the number of each test item will be called. Second, a sentence or phrase will be said in Spanish. Third, after carefully listening to the phrase you are to indicate if you understood what was said by choosing the correct picture of the three or four given and by marking in your answer sheet the number of the picture you have selected.

Example: Number 1 El sombrero es bonito. Among the four pictures shown in page one of your answer booklet pictures is the one that corresponds to the sentence for the hat was mentioned.

You must be careful because some pages give you only three pictures. If there is no picture to correspond to the sentence you are to mark the number 4 in your answer sheet.

Be careful because in some of the phrases said there is no mention of the objects pictured, but you must decide which picture is the one that corresponds. Example: If you hear a phrase: I put this thing on when it is cold and there are four pictures of a sport shirt, shoes, an overcoat and a pair of socks. The correct choice is the picture of the overcoat, because we put this thing on when it is cold.

Listen very carefully for the sentences will not be repeated. Are you ready? Open your test booklets now and get ready.

You already know the answer to number 1 so please mark number

2. Es la falda de María.
3. Los ojos de María son bonitos.
4. ¿ Te gusta esta corbata?
5. El muchacho se llama Pepe.
6. Esas medias son largas.
7. Los calcetines son de María.
8. Cuando hace frío me pongo esto.
9. Nos lavamos solamente las manos.
10. Pepe y María se lavan el cuello.
11. Tiene los pies en el agua.

Now be careful. There are in the next items only three pictures. Remember, if none of the pictures corresponds, mark number 4 in your answer sheet.

12. Me gusta la leche.
13. A María no le gusta el te.
14. ¿ Quieres una ensalada?
15. A Pepe le gusta comer fruta.
16. Mi amigo Pepe come esto los viernes.
17. Comemos esto para el desayuno.
18. El jamón es una carne deliciosa.
19. Pepe, no pongas tanta mantequilla en las legumbres.
20. Pongo esto para dar sabor a la carne.
21. Tráigame una ensalada de tomate.
22. Es una fruta roja.
23. Abre la puerta, por favor.

24. Mi hermana María tiene un vestido muy bonito.
25. Me gusta esa camisa, es como la que tiene José.
26. Los pantalones no me quedan bien.
27. Lo usamos para escribir.
28. Lo usamos para dormir.
29. Jugamos con la nieve en esta estación.
30. ¿ Que viento hace?
31. La primavera tiene muchas flores.
32. No puedo salir, porque no hay ni puertas ni ventanas.
33. Es un huevo.
34. Es un juego.
35. Es nuevo.

For the next five items you also must listen carefully. A sentence will be said in Spanish. It will include the time (hours and minutes) you are to select the number that corresponds to the time mentioned.

36. ¿ A qué horas vas al cine? Voy a la una y cinco.
37. ¿ A qué hora vino María? Creo que vino a eso de las seis y diez.
38. ¡¡ A las cuatro y veinte y cinco¡ ¿ No puede ser?
39. Siempre, a las diez y diez, empezamos la clase de aritmética.
40. ¿ Son las nueve menos cinco? No son las ocho y cincuenta y cinco que lo mismo.

For the next ten items you will not need to use this booklet. Put it away now.

You will be required to listen again very carefully. You will hear a question and three answers to that question in Spanish. You are to choose the answer that best fits the question. After a pause the answers and the question will be repeated, after this quickly mark your choice in your answer sheet.

Now put your answer sheet on top of your test booklet and we are ready to go.

41. ¿ Qué teńia Pepe en la Mano?

1) Tenemos un lápiz
2) Teńia un lápiz
3) No tienes nada.

42. ¿ Qué dijo Maŕia ?

1) Dijo que usted no sabe nada.
2) Jose es un muchacho muy buen mozo.
3) Dijeron que no vendrian.

43. ¿ Dónde juegan los muchachos?

1) Hay doce lápices verdes.
2) En el patio de la escuela.
3) El beisbol es un juego muy interesante.

44. ¿ Que queriá usted?

1) Ojaía que usted les hablara directamente.
2) Sentía que el no les hablara directamente.
3) Solamente quiero que usted les hable directamente.

45. ¿ A qué hora llegan los empleados?

1) Todos los días.
2) A las ocho y media.
3) El ocho.

46. La hora de la siesta es comun en México, ¿verdad?.

1) No sé creo que sí.
2) No duermo la siesta.
3) La siesta no es la fiesta.

47. ¿ Cuándo iba a venir María?

1) Tan pronto como pudieras.
2) Tan pronto como pudiera.
3) Tan pronto como pudieran.

48. ¿ De qué color es el lápiz?

1) No tengo ningun color.
2) Es solamente rojo.
3) Posiblemente lo tenga en el escritorio.

49. ¿ Qué me dijo?

1) Me dijo que vendría mañana.
2) Le dijo que vendría mañana.
3) Te dijo que vendría mañana.

50. ¿ Qué le pediste?

1) Le pidió que fuera mañana.
2) Le pedí que fuera hoy.
3) Le pedimos que fuera pasada mañana.

MERCED CITY SCHOOL DISTRICT

SPANISH PLACEMENT TEST - BOOKLET

INSTRUCTIONS TO THE STUDENT:

Do not open this booklet until you are told to do so. Then follow the instructions which you will receive.

For the first half of the test you will get your instructions from the tape as it is played in the tape recorder. Your teacher will give you all the necessary instructions for the last half.

There are quite a few questions, but your Answer Sheet has even more numbers than there are questions. It will be very important for you to make sure that when you answer a question you put the answer under the correct number. If you happened to get lost, move several numbers ahead and wait until that number is called.

Try to work fast and answer each question as well as you can, but don't try to waste too much time over any single question. If you are not absolutely sure of the answer, take a chance and guess. Do your best, that is all that we can ask of you.

DO NOT TURN TO THE NEXT PAGE UNTIL TOLD TO DO SO

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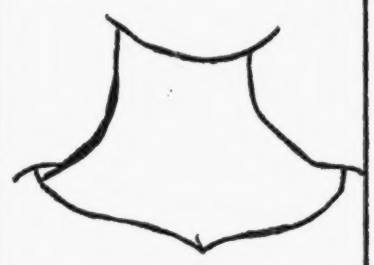
1				
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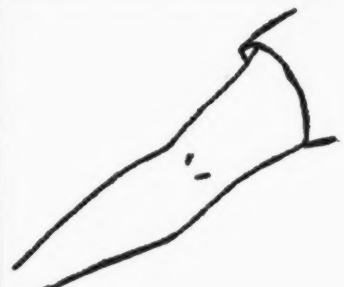
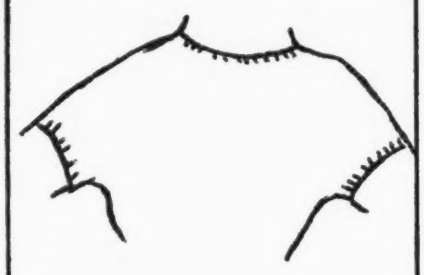
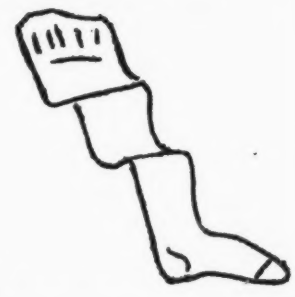
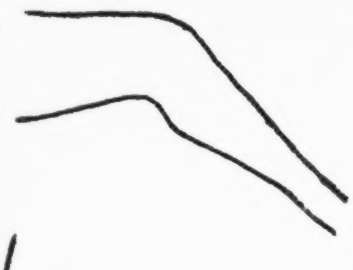
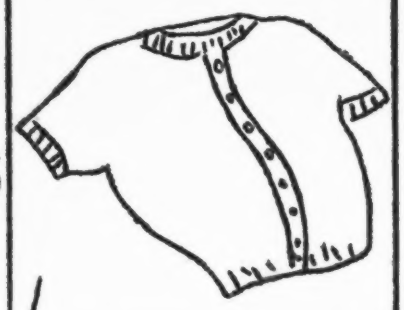
3				
4				
5				
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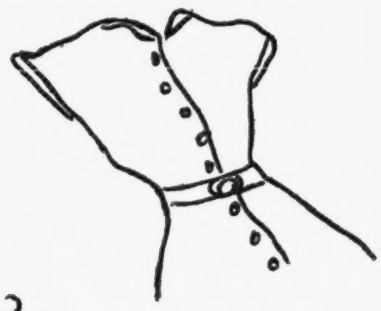
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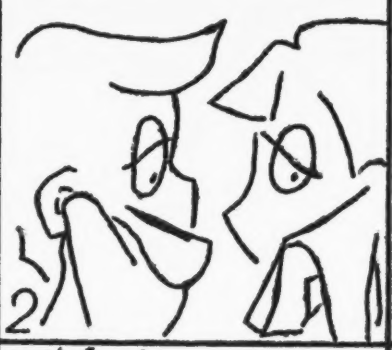
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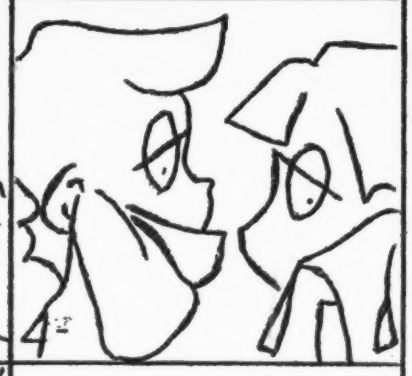
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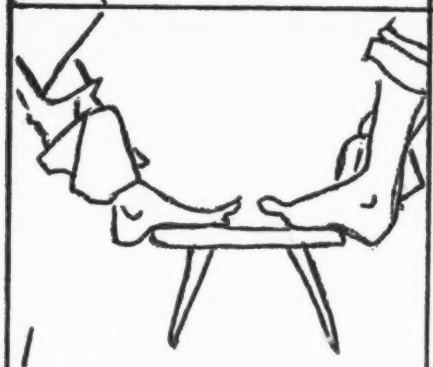
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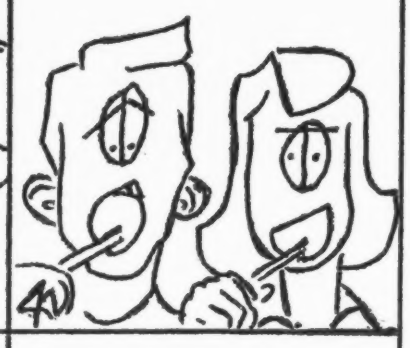
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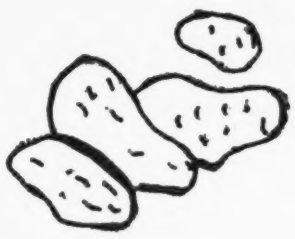
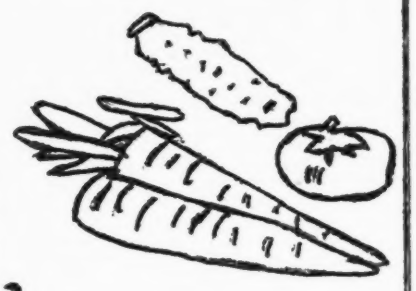
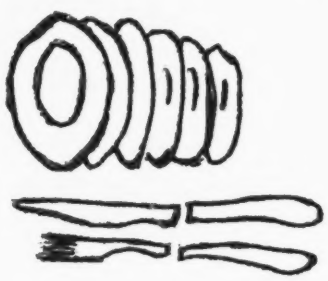
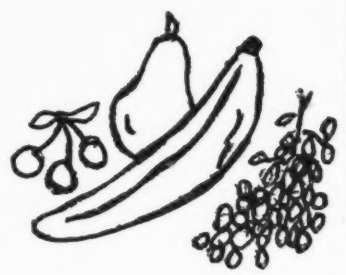
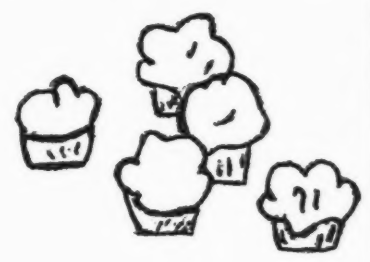
14	1 	2	3 	4
15	1 	2 	3 	4
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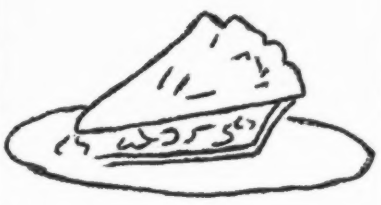
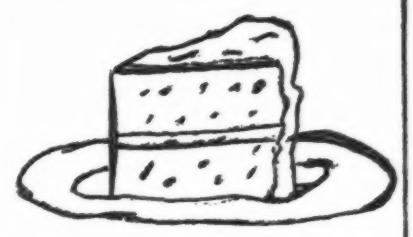
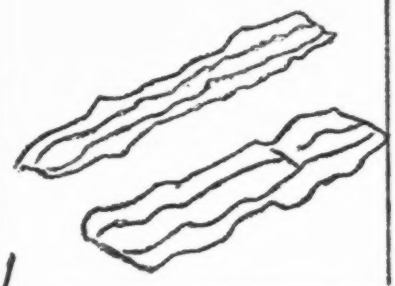
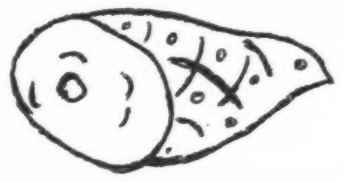
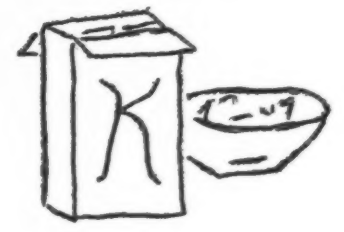
17	1 	2	3 	4
18	1 	2 	3 	4

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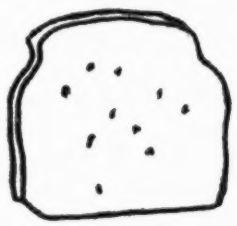
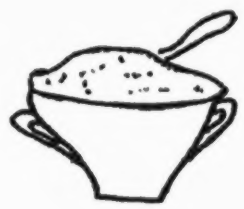
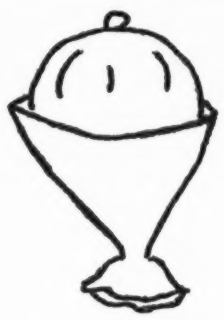
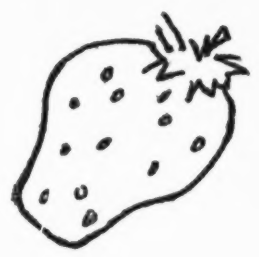
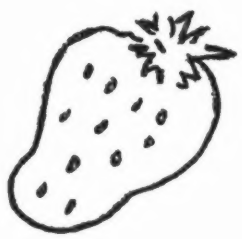
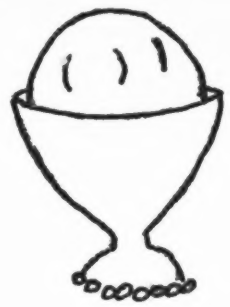
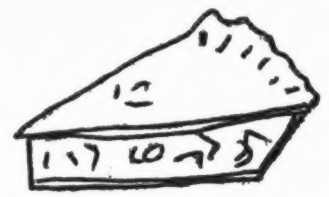
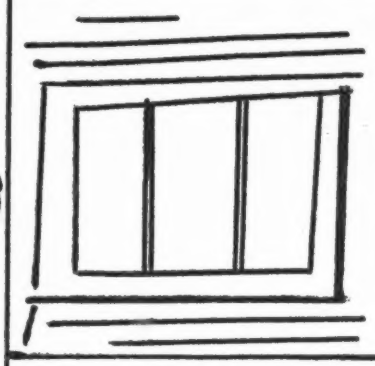
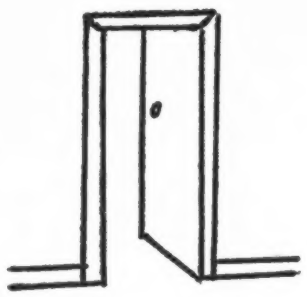
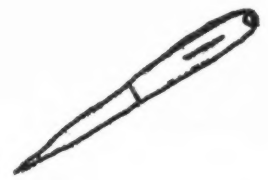
19	1	2 	3	4
20	1	2	3 	4
21	1	2 	3	4 
22	1	2 	3 	4 
23	1 	2 	3	4 
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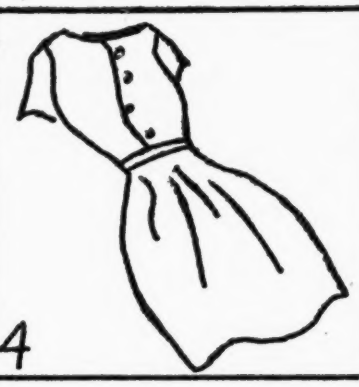
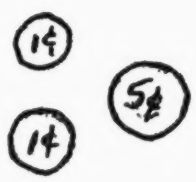
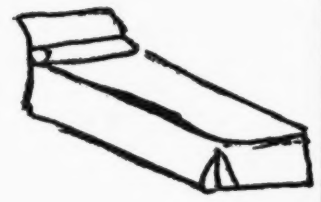
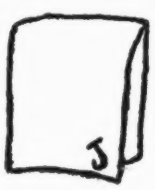
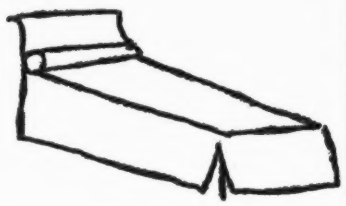
25	1	2	3	4
26	1	2	3	4 
27	1	2 	3	4 
28	1 	2 	3	4
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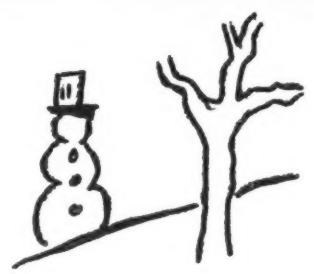
30	1	2	3 	4

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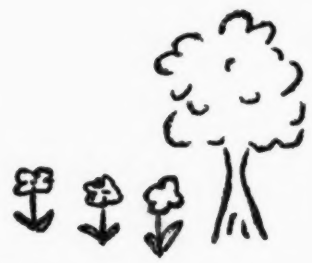
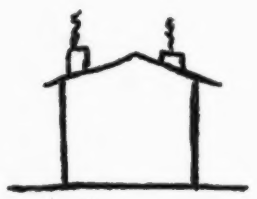
31	1	2	 3	4
32	1	2	3	 4
33	1	2	3	4
34	1	2	3	4
35	1	2	3	4

GO TO NEXT PAGE

Listen carefully for a sentence will be said in Spanish. It will include the time (hours and minutes). You are to select the number that corresponds to the time mentioned.

36. 1) 1:15
2) 1:05
3) 1:55
4) 1:35

37. 1) 3:15
2) 3:10
3) 6:10
4) 7:10

38. 1) 4:15
2) 4:05
3) 4:50
4) 4:25

39. 1) 10:10
2) 9:50
3) 9:10
4) 6:10

40. 1) 4:05
2) 4:15
3) 3:55
4) 8:55

For the next ten items you will not need to use this booklet. You will be required to listen carefully. You will hear a question and three answers to the question. Choose the answer that best fits the question. After a pause the answers and the questions will be repeated. Close this booklet now and put the answer sheet on top of it.

READING COMPREHENSION

There are two pages to this section. Watch the question numbers -- they begin at No. 51. You are to read the passage on this page and answer the questions by marking your answer sheet with the number of your choice. If you finish before your teacher calls "TIME" -- go right on to the next page, which has another passage for you to read and answer questions.

PASSAGE I

Es una cantante que tiene una voz horrible. Sin embargo, cuando está invitada a casa de amigos, insiste en cantar. En una ocasión que estaba cantando, se le ocurrio a la dueña de casa decirle que alquien estaba enfermo, aunque esto no era la verdad. Así, dijo a la cantante con todo el tacto posible:

-- Querida amiga, estamos encantadas, pero hay una persona enferma en la casa. Será necesario que usted no cante más.

La cantante irresistible replicó: -- Ya lo sé; la portera me lo dijo, pero el enfermo es sordo. -- Y siguió cantando.

51. La voz de la cantante es
1) alta
2) muy baja
3) mala
4) así, así
5) graciosa

52. Ella canta
1) en el baño
2) en el bar
3) en casa de amigos
4) en el concierto
5) en el café

53. Para que deje de cantar, se le dice a la cantante que
1) alguien está malo
2) hay un sordo
3) se vaya
4) está enferma
5) los invitados quieren irse

54. Ella insiste en seguir cantando porque
1) el enfermo ya se murió
2) el enfermo no puede oirla
3) nadie tiene que escucharla si no quiere
4) desea enojar a la dueña
5) está en casa ahora

55. La cantante
1) tenía mucho tacto
2) dejó de cantar
3) era amiga de la dueña
4) estaba enferma
5) salió de la casa

GO TO THE NEXT PAGE

PASSAGE II

Varios de mis compañeros habían comenzado inocentes idilios por medio de cartitas amorosas escritas con muy mala ortografía. ¿Por qué no podía yo hacer lo mismo? Queriendo variar el curso de mi existencia, escribí un día una cartita de amor a Rosita, una rubia colegiala de hermosos ojos verdes. ¿Qué le dije? No lo recuerdo. Algo como el canto de un pajarillo, todo escrito en la peor letra del mundo en una hoja no muy limpia, doblada más de cien veces. Le dí la carta cuanto antes y la chica me premió con una mirada alegre. Ella tenía diez años y yo poco más.

56. El escritor nos cuenta algo
    1) de su juventud
    2) del verdadero amor
    3) de una carta que echó al correo
    4) de su bella esposa
    5) de la primera carta que escribió

57. En este párrafo nos damos cuenta de que
    1) el autor se enamoró perdidademente de Rosita
    2) los compañeros no querían escribir mas
    3) el autor quería hacer lo que hacían sus amigos
    4) el autor no tenía ganas de escribir
    5) todas las cartas estaban bien escritas

58. Vemos que Rosita
    1) no recibió ninguna carta
    2) recibió la carta con gusto
    3) recibía cartas de varios compañeros del autor
    4) no tenía ganas de recibir cartas
    5) tenía miedo de recibir cartas

59. Rosita
    1) era mayor que el autor
    2) tenía más de doce años
    3) escuchaba los cantos de los pajaros
    4) estaba en un convento
    5) no tenía el pelo moreno

60. Las palabras de la carta fueron
    1) olvidadas del autor
    2) escritas con mucho cuidado
    3) el principio de un gran amor
    4) escritas por Rosita
    5) el fin del amor del autor por las demás muchachas

DO NOT GO TO THE NEXT PAGE UNTIL YOU ARE TOLD

TO DO SO

LOGICAL DEDUCTION

Select the phrase or sentence which best applies to the situation indicated.

61. "No puedo más," dijo el viajero
    1) Estaba contento
    2) Pasó un buen rato
    3) Quería algo que hacer
    4) Estaba muy fatigado
    5) Trabajaba poco

62. Después de pasar por los campos lodosos, hay que
    1) ponerse el sobretodo
    2) secarse la ropa
    3) comer bien
    4) limpiarse los zapatos
    5) ponerse de rodillas

63. Ya que hacía mucho calor, nos sentamos a la sombra
    1) del árbol
    2) de la luna
    3) del río
    4) del manantial
    5) del arroyo

64. Se quita el sobretodo cuando
    1) la nieve empieza a caer
    2) hace color
    3) el sol se esconde detrás de las nubes
    4) hace frío
    5) hace mucho viento

65. La madre dice al chico, "tú has engordado."
    1) Tiende que comer menos
    2) le hace falta una comida buena
    3) le conviene descansar
    4) tiene que estudiar más
    5) se enoja facilmente

GO TO NEXT PAGE

In each of this group of questions, you are to decide on the word of phrase that would make the statement correct. Mark your choice in the correct space on your Answer Sheet.

66. Yo _____de California
    1) es
    2) estoy
    3) voy
    4) soy
67. ¿Le gustan los burros a Pepe? Dudo que_____
    1) le gusten
    2) le gustan
    3) le guste
    4) les gusten
68. No queremos ir a menos que Juan _____ temprano
    1) ven
    2) viene
    3) vengo
    4) venga
69. Nosotros somos de México, pero _____Merced ahora.
    1) somos
    2) estemos
    3) estamos
    4) seamos
70. Cuando yo era joven_____muchas canciones bonitas.
    1) canté
    2) canto
    3) cantaba
    4) cantaré
71. Al fin, Lincoln_____presidente de los Estados Unidos.
    1) se puso
    2) fuera
    3) llegará a ser
    4) llegó a ser
72. ¿_____Ud. quién es el presidente actual?
    1) Conociste
    2) Sabe a
    3) Conoce
    4) Sabe
73. Mi amigo Arturo siempre _____a la plaza los domingos.
    1) ven
    2) vayan
    3) vengan
    4) va
74. Cuando va al cine, _____temprano.
    1) veo
    2) voz
    3) ve
    4) va
75. Pepe _____pastel de manzanas.
    1) como
    2) comes
    3) come
    4) comen
76. Lupe y yo _____las legumbres.
    1) preparo
    2) preparas
    3) preparamos
    4) preparan

GO TO NEXT PAGE

77. Habla como si _____ español.
    1) sea
    2) es
    3) fuera
    4) era
78. Ellos _____ ropa y zapatos.
    1) vendo
    2) vendes
    3) venden
    4) vendemos
79. Yo _____ una blusa bonita.
    1) compro
    2) compras
    3) compra
    4) compramos
80. María ¿_____Ud. la carne?
    1) cocino
    2) cocina
    3) cocinamos
    4) cocinan
81. Jose ¿_____tú al mercado?
    1) voy
    2) vas
    3) va
    4) van
82. Ellos _____ los pantalones.
    1) me pongo
    2) te pones
    3) se ponen
    4) nos ponemos
83. Nosotros _____ ir al cine.
    1) queremos
    2) quiere
    3) quieren
    4) quiero
84. Uds. _____la cara.
    1) me lavo
    2) te lavas
    3) nos lavamos
    4) se lavan
85. Ella _____a las siete.
    1) se levanta
    2) te levantas
    3) se levantan
    4) nos levantamos
86. Ella habla _____.
    1) clara y distinta.
    2) claramente y distinta.
    3) clara y distinto.
    4) clara y distintamente.
87. Hay que pagar la cuenta en el restaurante _____ salir.
    1) antes de
    2) después de
    3) en vez de
    4) de modo que

GO TO THE NEXT PAGE

COMPOSITION

This is a continuous story about you and your brother Charles. In each of the boxes, there are four possible words to use to make it a sensible story. Consider that the choices are numbered 1-2-3-4 from top to bottom. and mark the number of your choice in the correct space in your Answer Sheet.

Carlos (88) está / hace / es / era mi hermano. Ayer, (89) le / la / me / se acompañó al centro.

Juntos (90) fuimos / iban / fuiste / fueron al cine. Como había mucha gente y el teatro

todavía no (91) era / hacía / estaba / habría abierto, (92) tenían / hicimos / hacía / tuvimos (93) que / a / de / por hacer cola y esperar

algunos minutos. Al fin (94) le / lo / la / nos abrieron. (95) Compramos / Compraste / Compraron / Compraré los billetes

y (96) de / del / al / a entrar (97) los / nos / les / las entregamos a un hombre que estaba a la puerta.

(98) Hizo / Estuvo / Fué / Fuimos una película muy cómica y (99) se / me / nos / los divertimos mucho. Cuando

terminó, salimos muy (100) contentas / contento / contentos / contenta y Carlos exclamó: --¡Qué (101) buen / buena / bien / buenos

fué esa película; (102) lo gusté / le gusta / se gusta / me gustó mucho!

END OF TEST -- TURN IN YOUR ANSWER SHEET AND BOOK

EVALUATION OF TEST RESULTS

Name_____ PLACEMENT $\frac{10\text{-}9}{I}$ $\frac{8\text{-}7\text{-}6}{II}$ $\frac{5\text{-}4\text{-}3}{III}$ $\frac{2\text{-}1}{IV}$

MERCED CITY SCHOOL DISTRICT

SPANISH PLACEMENT

GENERAL TESTING

No. of Completed items

all - some - none Aural comprehension ___/50 correct responses

all - some - none Reading comprehension ___/15 correct responses

all - some - none Grammar ___/22 correct responses

all - some - none Composition ___/15 correct responses

SPEAKING (interview)

(understanding of spoken Spanish)	Aural comprehension	1 - 2 - 3 - 4 - 5
(grammar)	Structural accuracy	1 - 2 - 3 - 4 - 5
(speed of response)	Response	1 - 2 - 3 - 4 - 5
(attitude toward the language)	Attitude	1 - 2 - 3 - 4 - 5

ENGLISH READING SCORE above 8 - 8 - below 8

Finished No. 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12
13 - 14 - 15 - 16 - 17 - 18 - 19 - 20 - 20+

MERCED CITY SCHOOL DISTRICT

SPANISH PLACEMENT QUESTIONNAIRE

Please circle one or more items in each question.

NAME_____Address_____AGE_____

How often is Spanish spoken in your home? a) always b) sometimes
c) never

Who speaks Spanish at your home? a) father b) mother
c) grandparents d) everybody

Do you speak in Spanish to your friends that speak it? a) yes
b) no

Were you born in Mexico? a) yes b) no

Were your parents born in Mexico? a) yes b) no c) only one of them

Would you like to help the school to teach Spanish to the other students? a) yes b) no

Do you read Spanish? a) yes b) no

Do you write Spanish? a) yes b) no

Would you like to know more about Spanish? a) yes b) no

How would you rate yourself as a speaker of Spanish? a) good
b) fair c) poor

If you had a choice would you go to Mexico? a) yes b) no

Would you go there to: a) stay b) for a visit only?

Name

MERCED CITY SCHOOLS

SPANISH PLACEMENT TEST - ORAL PRODUCTION EVALUATION

Please answer all the questions in complete sentences. Yes or no answer will not be accepted.

	St.Ac.	Resp.	Pro.	Att.
1. Buenós días (tardes).....				
2. ¿Cómo se llama usted?.....				
3. ¿ Cuántos años tiene usted?.....				
4. ¿ Hace buen tiempo hoy?.....				
5. ¿ Le gusta ir a la escuela?.....				
6. Si usted fuera professor ¿sería malo o bueno con los alumnos?.....				
7. ¿ Va usted a seguir estudiando el español?.....				
8. Si usted tuviera dinero iría a México?.....				
9. ¿ Le gusta mirar la televisión?....				
10. ¿ Cuál es su programa favorito?....				
11. Si usted estuviera en Hollywood ¿a quién le gustaría encontrar?.....				
12. ¿ Nos veremos el año que viene?....				
13. Muy bien. Adios.				
TOTAL				